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Book and Job Printing

PROMPTLY AND NEATLY EXECUTED.

POETRY.

Our Country, Boys! and all that.

Come all whose hearts beat warm and true,

For honest deed, and all that;

Who hold 't is right, when forced, to fight

For country's sake, and all that—

Come, don't be poor traitors now,

And aid and comfort render

To Mexico, your country's foe,

And like some whigs, defend her.

Gird on your armor for the field—

To laurels win, and all that;

'Tis craven souls alone that yield,

Till soundly licked, and all that!

Hear whigs refuse to vote supplies

To clothe and feed their brothers,

Disgracing with their craven cries

The prowess of their mothers.

Stand by your country, firm and fast,

Her honest fame, and all that;

There is a righteous power in that

The traitor's hope, and all that:

A traitor's hope!—what hope is that?

Base be the knaves that bear it—

And know ye, 'tis no Democrat

That has a soul to share it!

No, let the whigs that honor hold—

They've earned it well, and all that;

Except a few—they're only bold

In treason's cause, and all that:

They never loved their country's fame,

Her equal rights and freedom;

And Tory traitors own with shame

That modern Whigs exceed 'em.

COQUETTE.

A body formed without a soul,

A heart without its beat,

Where pride and falsehood hold control,

Hypocrisy its seat.

Where love and virtue cannot live,

Nor honor find its way,

A kind of thing formed to deceive,

Not made of honest clay.

Something that many seem inclined

To think their home would bless,

But surely they will ever find

'Tis naught but emptiness.

ORIGINAL.

REPORT of the Committee of the Oxford County

Teachers' Association on "Grammars and

Grammar Books, at the meeting of the Association

held at Turner, Jan. 22, 1846.

Your Committee on Grammars, and the best

method of teaching the same, having had

the same under consideration, now ask leave to Re-

port—

There is not, probably, so great a variety of

text books on any other subject taught in our

common schools as on Grammars: hence the

great labor to which your Committee have been

subjected. Of more than three hundred treat-

ises, by different authors, still exist on the

Grammar of the English Language, your Com-

mittee went into a close examination of only

about fifty which were most easily to be obtain-

ed. Among these, we found many treatises

prepared with great care, judgment and skill.

The constant, gradual improvement, by each

successive generation, are palpable to the most

casual observer, of the different grammars, writ-

ten in different ages.

While your committee reverence antiquity,

their nursing mother, they can appreciate the

nearer approximation of the present to perfec-

tion. The latest grammars, generally, have come

nearest our ideal of what a grammar for a com-

mon-school book ought to be.

Grammar is the science which has for its ob-

ject, the laws of language. Language in its

widest acceptance may be defined to be, the ex-

pression by outward signs, of what passes in the

mind; and the laws of language must therefore

correspond with those of the intellect.

Wherever intellect is developed, language exists,

and, whether it is given to man by the

Creator, or is the result of human invention, it

is impossible now to determine.

Language is the utterance, the embodiment,

so to speak, of the Spirit, and had existed for

ages before any attempt was made to investigate

its laws. Men clothed their ideas each in what

seemed to him the most costly garb, and, not-

withstanding this lawless freedom of speech,

there is between the varying dialects, a great

similarity, as to their leading characteristics.

Words have now, however, been classified,

and their relations explained, the laws of lan-

guage deduced from the usage of the best and

most eloquent speakers and authors, with so

out this science, were a vast chaos of sound, now

assumes a crystalline beauty, enhanced by its

very irregularities.

What we want in a treatise on Grammar is,

not a dry and meagre skeleton, nor a fair, but

lifeless statue, but one which shall give a form

to the spirit of language, insinuated with life and

beauty. With regard to the classification of

words, the grand outlines of this form, all gram-

marians, so far as we are acquainted, agree.—

Their differences in this respect being at most,

verbal. With regard to the relation of words to

one another, they differ, as well as in their style

of expression. From the quaint, and ineffectual

method of "rare Ben Johnson," the earliest

method of whom we have account, to the

heavy, pompous, sonorous periods of his succe-

ssor, Dr. Samuel Johnson, nearly a century and

a half later, there is as great a transition as

there is from the worthy doctor's grammar to

those of our own day, nearly a century later

still.

Each period, showing a great advance from

that preceding, in that simplicity of style, as

well as corrections of detail.

A wise conservatism would seem to suggest

that it were at least safe to retain the mode

sanctioned by the great majority of writers up-

on this subject, under whose system men, for

centuries have attained the art of speaking and

writing their own tongue with correctness and

elegance, and look well to see whether there is

a necessity thereof, before admitting innova-

tions,—and that we, rejecting novel doctrines

in this science, choose that for a manual, which

expresses with the greatest perspicuity and ful-

ness the commonly received principles of En-

glish Grammar.

Of the books which have been examined, we

shall give a particular analysis of but three.—

We pass by many highly meritorious treatises,

among which are Butler's, S. B. Goodenow's,

Brown's, and others, of which we should have

been glad to have made a particular notice, did

our limits permit, and proud to give a particu-

lar review of Wells's, Wells's, and Fowler's Gram-

mars.

Messrs. Wells and Wells have both given ex-

cellent manuals of English Grammar. Found-

ed substantially upon the old system of Lowth

and Murray, their works in many points have

admitted improvements and alterations. A care-

ful review of and comparison between these two

works, show little essential difference between

them, still, on the whole, Wells's Grammar

seems preferable.

They agree as to the number of the parts of

speech, counting but eight. The Article being

included among Adjectives, and the Participle

with the Verb, and in their definitions there are

only slight verbal differences. They both admit

four Cases for the noun—Nominative, Posses-

sive, Objective and Independent; justly decid-

ing that, as there is as much difference between

the Nominative and Independent Cases, as be-

tween the Nominative and Objective, there is

no more propriety in ranking the former to-

gether as one Case, than the latter. Adjectives

they both divide into two classes, Descriptive

and Definitive. The class Descriptive, including

such words as express some quality or property

of the noun or pronoun to which they belong.

The class Definitive including all words that de-

fine or limit the meaning of the nouns or pro-

nomina to which they belong, thus including the

Article, and also the whole family of Adjective

pronouns, though under the head of Pronominal

Adjectives.

When we examine these authors as to Verbs,

at first they seem to differ, but a careful inspec-

tion shows that they differ only in form, their

real views of the nature and properties of the

Verb being similar.

Both admit five modes of the Verb. Wells

retaining the old name of Potential Mode, dis-

carded by Wells, who, however, retains the old

form, under the title of Potential Indicative.—

Mr. Wells calls the Participle a Mode. Mr.

Wells what he calls the Participle Form, made

by conjugating the different tenses of the

verb to be, in connection with the Present or,

as Wells terms it, the Imperfect Participle.—

Also as to the names of the tenses they differ.

Wells retaining the old nomenclature, Present,

Imperfect, Perfect, Pluperfect, First Future and

Second Future. While Wells calls them respec-

tively Present, Past, Future, Present-Perfect,

Past-Perfect, and Future-Perfect.

In Syntax there is but little difference be-

tween these two authors, and in Prosody they

generally agree.

They are both well written, compendious,

and useful treatises. Either would convey to

an attentive learner, a large amount of useful

knowledge, and a clear and comprehensive view

of the structure of our own language.

The subjects of Analysis and Synthesis are

introduced in the first lessons of Mr. Wells, by

which the learner is taught to resolve a sentence

into the elements of which it is composed, and

again restore the same to its first beauty. Wells,

in his last edition, has devoted one page to the

subject of Analysis.

Mr. Wells seems to have endeavored to re-

lieve the teacher of that which properly belongs

to the learner, and, by a process purely induc-

tive, to compel him to think for himself. Fur-

ther illustrations on the black-board, or slate,

leaving blanks in sentences, to be supplied, and

it is connected by a preposition.)

By calling the Perfect participle an Adjective,

he dispenses with the Passive Voice.

"No distinction of Verbs into active and

Neutro is made, because all neutres may be

used actively, or active verbs may be used with

out their objects. Moreover, no neutre verb,

not even *Be* is exempted from taking an object

after it. 'Be to me a friend,' implies action and

an object, as much as 'Befriend me.'"

The only tenses he admits are the Present

and the Past. The old Perfect and Pluperfect,

he passes as the auxiliary in the Present, or

Past tenses, and the Participle as a qualifying

Adjective, or, he calls it, "a verbal noun, the

object of the verb preceding."

The distinctions of Mode, or Style, as he calls

it, are three, the Familiar, answering to the old

Indicative, and like Wells and Wells, admitting

you as second person singular; the Solemn

Style, having *thou* in the second person singu-

lar, with *est* and *estis* the terminations of the first

and second persons singular of the present tense,

and in the second singular of the past. The

Ancient Style, as he calls it, is the same as the

old Subjunctive Mode, called Ancient, because

less used than formerly.

The Infinitive Mode, and the Present Participle,

when it has an active signification, he calls

verbal nouns, and other Participles are, accord-

ing to Mr. Fowler, verbal adjectives.

All three of the Authors whose books we have

considered, concur in the outlines of their meth-

od of teaching, their respective systems, requir-

ing of the scholar not only that he comprehend

and commit to memory each lesson, but that by

written and oral exercises he shows that he un-

derstands it—and that make his grammatical

knowledge familiar and practical. Their direc-

tions for teaching must be of great value to the

teacher, but in this department, as in others, we

give Mr. Wells the preference, for perspicuity

and fullness of directions.

Mr. Fowler's Grammar contains much less in-

formation than either of the books which we

have considered before—but the Volume in

question is one of a series, while Messrs. Wells

and Wells profess to give us in one Volume all

that they have to say upon the subject of

"speaking and writing the English Language

with propriety."

There is much ingenuity in Mr. Fowler's im-

provements, and, no doubt, it would be much

easier for a beginner to acquire the technicali-

ties of his system, than those of the old one,

even as improved by Mr. Wells, still, we doubt

if thereby one could attain any better knowl-

edge of his own language than by the old

method.

Innovation, when needless, should always be

avoided, and we have yet to learn that any one

of common intelligence has been unable by the

old method, to acquire a correct style of read-

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